

New York School Journal.

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Things You Don't Know.

Most people are greatly pleased to enumerate the things they know. But there are so many things to understand that Sir Isaac Newton, who was a wonderfully great man, said that it seemed that he knew nothing at all. Let us look at some of the things that are not understood. How was the earth created? How did the different kinds of plants and animals make their appearance? How is it that animals know what to do to support themselves? What has occasioned the different races of men? How have the different languages originated? Why did our ancestors give a certain name to a certain thing (bread, for example)? What is the difference between plants and animals? How does the mind of a beast differ from that of man? How do we remember?

These are but a few of the many questions that a wise man will confess to be too difficult for him to answer. There are but a few things known. The world is full of unknown things, unexplained problems.

The President's Children.

During the month of March the new President of the United States will take up the duties which Mr. Hayes has performed so well during the last four years. The young people who will live in the White House with their president-father are named Harry, Abram, Jim, Molly and Irvin.

Harry is a quiet, steady boy, of sixteen, obedient and dutiful, respectful towards his parents and grandmother. In writing a letter to his mother shortly after the Chicago convention, he spoke of the fact that some of his schoolmates had manifested a great deal more interest in himself and Jim since their "pa" was nominated for President. He evidently thought this a little snobby, and said he didn't consider that they were a bit bigger or better than they were before, and that he would respect his father just as much, "even if he were nothing but a congressman all his life."

Jim is a rollicking boy of fourteen. He is never known to be still unless asleep. Both physically and intellectually he is very strong and very quick. He masters his studies almost without effort and in incredibly short time. At school he likes the gymnasium; he excels on the trapeze and spring-board. At home he stands on his head, walks on his hands with his heels up, turns handspins and somersaults and jumps the fence in preference to opening the gate. He is good natured, kind-hearted and accommodating, and famous for boyish devilishment. Molly is twelve, and a rather quiet girl, with remarkable good sense for her years, she keeps to her lessons pretty close and plays the piano very well. Irvin is ten years old, and the queerest genius of the family. "Abe" is an artist. He is always making pictures, and seems to prefer drawings of machinery. A train of cars is one of his favorite drawings, and he will have the engine, baggage and mail cars, the coaches and sleepers, all so perfect that it would take an expert to find a part left out. He is the youngest, and eight years of age.

OCEAN CABLES.—Two more cables are to be laid across the Atlantic ocean. The length of a cable is about 2,000 miles, and the cost of these two will be about seven millions of dollars. The Anglo-American Company has three cables now in operation; one was laid in 1865, broken in 1873 and abandoned in 1878; one was laid in 1866 broken in 1877 and abandoned in 1878; but last year it was put in good repair. The cable is the only French cable, but this is a poor affair. The new French cable runs from Brest to Louisburg.

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"Bessie's Visit," "The Ballad Singer," "Old Style—New Style," "The Bastille," "Ireland," "Old Stories," "A Pioneer Philanthropist," "Tales from Shakespeare," "The Thermometer," "Ants and their Slaves," "Your Work," "White Lies," "A Great Botanist," "Do Unto Others as You would have Others Do to You," "George Moore," "The Weather," "Progress of Knowledge," "A Winter Artist," (Poem), "Li Hung Chang," "Titles," "Dime Novels," "Writing Letters," "Canary Birds," "The Metropolitan Museum," "Days without Nights," "Long, Long Ago," "THE SCHOOL-ROOM," "THE WRITING CLUB," "LETTER BOX," "The Wood Chuck," "Rosa Bonheur," "The Editor's Letter," "From the Publishers," "Buried in the Snow," "The Pneumatic Dispatch," "Cold and Snow."

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From Prof. W. F. Phelps, formerly Principal of the Minn. State Normal School, now Supt. of the Winona City Schools:

"DEAR MR. KELLOGG,—I have carefully read the advance sheets of your new book on "School Management" and am strongly impressed with the belief that the book is fruitful with suggestions, and that it will be exceedingly helpful to teachers. To the young and inexperienced it will prove a valuable guide. I hope the book will find its way into the hands of thousands of those who are struggling in the hands of insurmountable obstacles to reach a higher standard of skill and influence."
W. F. PHELPS,
Supt. of Schools, Winona, Minn."

From Prof. Washington Hasbrouck, Principal of the New Jersey Normal and Model Schools:

New Jersey State Normal School, Trenton, Dec. 15, 1890.
I have read the advance sheets of Kellogg's "School Management," and am much pleased with the work. Unlike many books of the kind, it is the result of long and varied experience in the school-room, and hence must be invaluable to the young teacher. Every teacher should have it in his library.
W. HASBROUCK.

From M. A. Newell, Principal of Maryland State Normal School:

Baltimore, January 17, 1891.
Messrs. E. L. KELLOGG & Co.,
Gentlemen,—I have received a copy of "School Management." I have read it with great pleasure and interest. No book of its size that I know of contains as many good suggestions for practical teachers.—Yours truly,
M. A. NEWELL,
Principal of Maryland State Normal School.

From Prof. J. W. Barker, Principal of Public School No. 4, Buffalo, N. Y.:

"I have been favored with the perusal of the advance sheets of Kellogg's new book upon School Management. What pleases me most is the straightforward, common sense style of the work. There seems to be no verbosity, no tedious attenuation of pedagogical details, but a clear and systematic presentation of the teacher's work; sufficient for direction, advice and encouragement. The book has evidently been prepared with much care, and with an eye covering the entire field of the teacher's labor. Mr. Kellogg is a graduate of the Albany Normal School, and for some years held a professorship in that institution, and is clearly seen in "School Management" much of the spirit and style of that first prime minister of normal schools in the State of New York, D. P. Page. We predict for this new book much popular favor."
J. W. BARKER.

From the Cincinnati Enquirer:
A practical guide for the teachers on school management has just been issued by E. L. Kellogg & Co., of New York. Mr. Amos M. Kellogg is the author. Mr. Kellogg is himself an educator of wide experience, and in his book has given many hints to assist the inexperienced. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat on this objective style—visiting a school and pointing out its excellent features. It shows how that good government increases the teaching power of the teacher. Shows the principles that underlie it, and makes valuable suggestions as to the means by which regular attendance and the cooperation of the pupils can be secured. Discipline, penalties, modes of interesting and employing the pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to cooperate and help forward the school instead of retarding it. It is a real addition to this class of works of which we have far too few.

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THE
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AMOS M. KELLOGG, Editor.

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New York, February 19, 1881.

English Teachers.

The way in which teachers are paid in England is quite different from ours. The Birmingham school board advertise as follows:

"The Board will shortly require the services of a Head Mistress for the girls' department of a large and important school. Salary £60 per annum, plus one-fourth of the grant earned under Art. 19 (a); one-half of the grant under Art. 19 (b), and 19 (c); the whole grant under Art. 19 (c); and plus also one shilling for each pass in reading, writing or arithmetic made by a half-timer. £100 is guaranteed and paid monthly. Applications, enclosing copies of testimonials and of all government reports, to be sent in on or before the 9th day of February. Address to the clerk of the School Board, Birmingham."

This evidently means that the teacher will surely get what is guaranteed—\$500. This is not a very large sum for the services of a head mistress of a large and important school in the city of Birmingham. It is the sum paid to a girl when she first begins teaching in New York city; and to its head mistresses it pays \$2,000.

Business Schools.

Even humorous papers deal with education. In fact, the press has taken to discussing the schools a good deal more than the teachers like, for there is no small amount of fault finding. Puck lately declared (1) that the business school of this country "is strictly a humbug of the worst kind." This view of the case is on the ground (2) that business can only be taught by going into business. A big conclusion like the above (1) cannot be drawn from the very small premises started with; (2) not even with a forty cartoon power. There is a large amount of knowledge independent of the actual business that one "going into business" needs to acquire; the field is a large one. There are penmanship, correspondence, commercial arithmetic, keeping accounts, opening and closing accounts, forms for bills, notes, drafts, receipts, deeds, mortgages, commercial law, banking, etc., etc.

Now, the way a young man goes into business is much different from what it was even twenty-five years ago. Then a father who wanted his son to become a clerk in a bank, for example, entered him as an errand boy. He learned the routine of business, and advanced from stage to stage. Now the demand is for those who know business at the very outset—meaning by this the general principles on which business is transacted.

A few examples will make this plain. (1) A young man got a place in a flour store. In a few days the proprietor said to him, "H—, if you went to a business college for a while we would give you a place in the office, as there is to be a vacancy." He took the advice, but did not get the place, but went into partnership (keeping the books), with a flower-buyer, and there he is to-day. (2) A carpenter about thirty years of age, and earning \$2.75 per day, dropped his work, went to a teacher, and took lessons such as a business college would give. Then went into a coal office, and there manages the entire business, and has a salary of \$1,000 and a commission on each ton of coal. (3) A hardware merchant was applied to by a father in behalf of his son.

"Give us a sample of your writing."

When this was seen the merchant said:

"The best thing he can do is to go to a business school; if he does well, then I will give him the first vacancy."

He followed the advice and got a good place. (4) The Supt. of the schools of the largest city near us has his son in a business school, but as there is much to be learned about business, he, like a wise man, put him where he could learn. (5) The College of the City of New York has found it necessary to add a department to teach business, and it is very flourishing. (6) Teachers in the public schools advise pupils who are seeking certain lines of business to attend a business school.

These facts, which are only samples, show that Puck, while good at hitting off a great many follies in this city is now floundering. He simply "don't know what he is talking about." And that is a pretty serious charge against so knowing a fellow.

Teachers' Associations.

The proceedings of the Superintendents in their late meeting in this city was necessarily criticised. It is impossible that such a body should meet and not be weighed in the balances. In a small town the unusual circumstance would have overawed any criticism; but in the metropolis, the feeling of independence asserts itself. A leading text-book publisher said. "Mutual admiration is good if not carried too far—the teacher don't know when to stop."

A physician who was present remarked. "They do not produce any ideas—this is what I heard when I taught school and attended associations."

The president of the N. Y. Board of Education suggested a field of work in his speech of welcome when he declared it impossible for teaching ever to be a Profession until a volume containing a clear statement of the principles of education should be written and adopted by the teachers.

The Sun says:—The school superintendents, now assembled in the convention here, are very severe on Mr. White for his criticisms of our public school education. They ridicule him because he declares that there is something altogether wrong about the instruction over which they preside.

Mr. White was too sweeping in his condemnation of our school system, and there was a tone of contempt and egotism about it which was not agreeable, and was reasonably enough resented. Yet when he censured our public schools for failing to produce the results expected of them, he said no more than the truth. When he declared that they neglected to so train their pupils that they should leave the schools fitted for the practical duties of life, he touched on a defect of our school system which cannot be gainsaid.

There are too many studies and too many text books for the scholars to be thoroughly trained in any. These school superintendents themselves, with their fine-drawn theories of education and their complicated machinery, are largely responsible for the mischief. You have only to read the papers and debates of this convention to be convinced of that. The superintendents are too anxious to magnify their office and to make of the business of school teaching a brand new science, of which they are the discoverers and expounders.

They like to use big words to express simple ideas. For instance, Charles O. Thompson, Ph. D., of Worcester, occupied the afternoon meeting on Wednesday with the reading of an essay, on what? On "The Conservation of Pedagogic Energy." That is not the sort of language we should get from a sensible teacher of boys and girls. It suggests a theorist, not a practical man, such is needed at the head of schools. There is about it the cant so frequently used in the educational conventions of late years.

It Must be Done.

There is imperative need that there should be an end of the employment of what may be called unprofessional teachers. It can be done, it should be done and it must be done. Our State, County and City Superintendents are neglecting a solemn duty if they are not laboring with all their might to accomplish this. For fifty years derision, logic, and rhetoric have been employed to show that the recognition of all persons as teachers who had a decent acquaintance with the elementary branches of knowledge taught in our schools is a grievous wrong to the children. The car of Juggernaut has been forbidden to roll by the English government, but still the little children are taught by those who do not pretend to understand their business.

The only way to remedy the trouble is—to remedy it. If the Canadians can do it, we can do it. If Supt. Gilmour says the word, the Legislature will pass the laws needed, and the Empire State will have something to be proud of. Of its rural schools it has no business to be proud. A plan like this must be adopted; a Normal Institute in each county, which those who want to teach must attend two months at least; these to receive a license good for one year. Mark this as license C. Those who want a license for two years, must go to one of the State Normal Schools and attend a special course for a year. Mark this as license B. Those who wish a diploma good for life must attend the State Normal School until the faculty grant it, generally two years. Mark this as license A.

We beg Supt. Gilmour, and every School Commissioner to take hold of this matter. It is now simply a muddle. The teacher is nobody; the schools are footballs. It is a bad job all around. The State of New York undertook to remedy the matter by building Normal Schools, but it stopped short of supplying enough of these. It may be supposed that the change will entail a great expense. This is a mistake. Those who want to be teachers can pay a small sum to attend the County Normal Institute, as is the practice in most of the states. The sum spent each year in a Penn. County Institute would pay the expenses of a Normal Institute. It is important that the instruction given in these Normal Institutes should be under the direction of the State Supt. He should have a faculty of normal instructors at large to conduct them. Each should have a model school connected with it. In fact it should, a Normal School on a small scale.

Who will move in this matter?

THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL

Lessons in Language, (High School.) II.

STUDIES IN SYNONYMS.

BY PROF. CHARLES DOD.

3. ABATE, LESSEN, DIMINISH, DECREASE. The notion common to all these words is that of becoming less or being made less. The first three are used either transitively or intransitively; the last intransitively only. They differ chiefly with regard to the subjects to which they are applicable.

ABATE has reference to the vigor of an action or a feeling. Fever abates; a storm abates; time abates grief.

LESSEN relates to size or quantity; DIMINISH relates to size, quantity or number; with the further distinction that lessen is generally (though not invariably) used in a familiar and literal sense; while diminish is used in both literal and figurative connections, and is the more appropriate word to be applied to abstract subjects. The weight of a body is lessened (or diminished) by being placed in water; the moral weight of a legislative body is diminished by corrupt practices. The size of a room is lessened (or diminished) by a partition; a man's respectability is diminished by improper associations.

DECREASE implies a continuous lessening; it means to grow less; while to diminish means to become less, or to be made less. A diminution is effected by means working from without, and is instantly noticeable; a decrease is the result of internal causes, and is often imperceptible at first. A retreating army decreases from desertion; its effective strength is diminished by disease. A river decreases in volume during the dry season; the depth of its channel is diminished by obstructions.

QUESTIONS.

What idea is common to these four words?

How do they differ in use?

To what subjects is ABATE applied? Give examples.

To what subjects is LESSEN applied? To what DIMINISH? What further distinction? Why do we say that moral weight or influence is diminished (rather than lessened)? Can we say that the size of a room is abated, diminished, or lessened? Why?

What does DECREASE imply? Contrast it with DIMINISH. By what is diminution effected? From what source does a decrease proceed? In speaking of an army's loss of numbers from desertion, what is the proper word to use? Give an example of the appropriate use of diminish in connection with the same subject. Why do we say that a river decreases by evaporation, but is diminished by obstructions placed in its channel?

EXERCISE.

(Supply the blanks with the proper words).

Nothing is so calculated to — the ardor of youth as disappointment.

A king may speak to a beggar without — his own greatness.

The discovery of vaccination has greatly — the prevalence and fatality of small-pox.

From the 21st of June to the 21st of December the days gradually — in length.

Friendship augments our happiness and — our misery.

An evil may be — when it cannot be removed.

Nothing — the lustre of great military deeds more than cruelty.

If we rob the soil every year of some of the elements of its fertility, and never restore any of the ingredients, we must expect the productive value of our lands to — from year to year.

The fury of an angry man ought to be allowed to — before an appeal is made to his understanding.

We may — the greatest trial by meeting it with a cheerful spirit.

"At whose sight all the stars hide their — heads." — MILTON.

Owing to the dishonesty or, the inefficiency of the collectors, there had been for some time a steady — in the revenues of the government.

After the excitement of a political contest has — it is generally discovered that the ideas involved were not so important as was supposed.

St. Paul magnified his office when wicked men tried to — it.

The balloon shot upward from the earth, and presently its huge bulk, to the eye of the spectator, was — to a mere speck floating in the central blue.

Some things — so gradually that it is some time before they are observed to be —.

(I introduce questions into this article, though as a general rule I do not approve of encouraging laziness in the teacher, and fostering the spirit of mechanical recitation in the pupils, by these adventitious aids. A live teacher will know how to adapt his questions to the mental needs of his pupils better than the author of a text-book possibly can. If one form of questioning does not elicit the right response from a pupil, the teacher should be able to change the nature of the question so as to lead the pupil to see his error and correct it by the operations of his own understanding, instead of being simply told that he is wrong. In a State where there has been so much excellent normal instruction imparted as in New York, I should imagine that teachers would not need to be reminded of the importance of seeing that their pupils can give the why of every process and result. But as the addition of the questions will be more apt to induce teachers to introduce this exercise into their schools, it will doubtless be an advantage to have these questions for awhile at least.)

Review the Lessons.

I have followed teaching in different places along the frontier, both in Canada and the neighboring Republic, sometimes in the little rural hamlet of five hundred inhabitants, and then again in the more flourishing and aristocratic village of three or four thousand. This long devotion to the business has afforded me many and varied experiences; some of satisfaction and pleasure, contentment with my lot; others of disquietude and disgust.

In saying, as I have above, that I had fitted myself for teaching, I do not mean that I had merely attended school, and passed over certain branches which all do who acquire either an academic or a collegiate education, but I had studied with the special aim of making myself useful to others; striving to become so familiar with the branches that I would be likely to teach, that I could explain them to the pleasure and profit of my pupils. A person may think himself well acquainted with a study which he has pursued while at school, yet when he becomes a teacher, questions with regard to it are continually arising, which require thought and investigation on his part, ere he is able to answer them.

A knowledge of this fact in the beginning of my experience as a teacher, gave me a desire to understand thoroughly whatever subject I took up, and I dwelt especially on those points which were to me at all difficult or obscure. Whenever in charge of a school, I made it a point to spend more or less time in reviewing the subjects of the next day's lessons; unless they happened to be something with which I felt myself perfectly familiar. I have always to a greater or less extent followed this course, believing that very few are competent to appear before a class and explain in an interesting manner a subject to which their attention may not have been called for months or years.

Then, also, I had not been an idle observer of the different methods of governing a school and of imparting instruction. I had made the most of every opportunity presented of learning the modes of different teachers, and never let an article in a book (or paper) respecting these things pass by unobserved; and whenever I found anything that was an improvement on my own ideas regarding these matters I unhesitatingly adopted them.

It is not pleasant, however, now to realize that these efforts to prepare myself for my vocation have availed but little towards securing me situations. Such is the lack of intelligence on this subject that very few, comparatively, regard previous experience or preparation as a matter of importance in the selection of a teacher. Everybody is supposed to be capable of teaching. So prevalent is this idea that the experienced teacher, the one who has spent his nights at the lamp and his days in the school-room for years, in the acquirement of thorough knowledge of his profession, often finds himself successfully opposed when applying for a situation, by one who has never taught, and knows nothing whatever of the business.

Says Dr. M. H. Buckham, President of the University of Vermont, "The one thing which the largest number of those who have a little education think they can do is to teach. Let business get a little dull, and immediately there is a large accession of applicants for opportunities to teach from almost all the other employments. Clerks, book-agents, patent medicine vendors, lightning-rod-peddlers, insurance agents, all appear to think that, when all other employments fail, there are always two things that remain—one is to teach, the other to turn tramp."

Things to Tell the Scholars.

(PREPARED FOR THE N. Y. SCHOOL JOURNAL.)

For Christmas decorations this year the citizens of Philadelphia used 15,000 trees, 500,000 yards of laurel and other wreaths, and 1,000 barrels of moss, costing about \$54,000.

CAPTAIN EADS has started for Mexico, with engineers and counsellors; he is to make a complete survey of the Isthmus of Tehuantepec, with a view to locating the proper position of a ship railway from the Atlantic to the Pacific Ocean.

WHAT THE POST-OFFICE DOES.—During the last year over two billions of articles passed through the United States mails. It would take one person to count these separately over 615 years. There are 42,989 postmasters in the United States, and the mail routes, if joined in a line, would extend thirteen times around the world.

MAPLE sugar time has come around again and more of it is made in Vermont than in any other state. Vermont produces from 8,000,000 to 10,000,000 pounds annually, New York about two-thirds of that amount, and Ohio about half as much as New York. Illinois, Indiana, New Hampshire, Michigan and Wisconsin produce about 1,000,000 pounds apiece each year.

WESTMINSTER ABBEY.—There is but one mechanic buried in Westminster Abbey. His name was Graham, and he was a clockmaker. He made exact astronomy possible by his great improvements in time pieces. He invented the dead-beat escapement and the gridiron compensating pendulum, and he was the first to make clocks that would run for many days without winding. Graham was also a maker of great quadrants and instruments of that sort. His funeral was attended by all the members of the Royal Society.

THE CHINESE GIANT.—The largest man in the world is said to Chang, the Chinese giant, who has been exhibited in New York. He is thirty-three years old, and is the son of a wealthy silk and tea merchant in Peking. He speaks, reads and writes English, German, French, Italian, and Spanish. He is nine feet high. He was exhibited before the crowned heads of Europe, and in Australia. The emperor of Russia presented him with a diamond ring, and Queen Victoria a watch which weighs two pounds and a half, and whose chain is nine feet long.

ARCTIC EXPLORATIONS.—Preparations are being made by nearly all the countries of Europe and by America for a regular Arctic siege, to begin in 1882. Germany, Austria, Norway, Sweden, Russia, Denmark, the United States, and we believe Canada, are all to take part in this great work by establishing observing stations at suitable points all round the Polar area; while Italy is to send out next year a scientifically-equipped expedition to the Antarctic region. This last will be an observing, as well as an exploring expedition, preparatory to the establishment of an Antarctic station.

WHERE THINGS CAME FROM.—Naturalists assert that cabbages grew wild in Siberia; celery originated in Germany; the potato is a native of Peru; the onion originated in Egypt; tobacco was a native of South America; millet was first discovered in India; the nettle is a native of Europe; the citron of Asia; oats originated in North Africa; rye came from Siberia; parsley was discovered in Sardinia; the parsnip is a native of Arabia; the sunflower was brought from Peru; spinach was first cultivated in Arabia; the horse-chestnut is a native of Thibet; the quince came from the Island of Crete; the pear is supposed to be of Egyptian origin; the horse-radish came from the south of Europe.

WINDING CHURCH CLOCKS.—The clock in Trinity Church steeple, 200 feet above the ground, was put up in 1846. It then took two men to wind it, but now it is arranged for one man. The crank is about twenty inches long, and there is a ratchet which allows the winder to rest. The crank has to be turned 750 times to turn the barrel 21 times. Around the barrel is wound the wire rope that holds the 1,500 pound weight. The weight is simply a box with pieces of iron in it. The rope is 280 feet long and three-quarters of an inch thick. It takes an hour and a half to wind up the clock. St. Paul's clock which is the oldest in New York city, made in 1778, takes three quarters of an hour to wind.

"UP SALT RIVER."—This phrase that is heard so often has been accounted for in this way: Before the day of steam to navigate the western rivers it was necessary

to row keelboats up stream. The labor was painful and exhausting. "Salt River" is a little tributary of the Ohio, in Kentucky. It was so crooked and dangerous that rowing a boat up its waters was about the hardest labor a man could undertake. Hence, to row up Salt River was an expression for a severe task. One day, on the floor of Congress, a member from Kentucky made use of the phrase in a happy allusion. The expression was thence crystallized in the popular speech of the country.

A ROYAL CRADLE.—The cradle of the infant Princes of Spain is of polished ebony inlaid with silver; its form is that of an open shell; the curtains are of silver gauze enamelled with white velvet flowers, the coverlet of white satin, on which are embroidered in brilliant colors the arms of Spain. A lady of the first rank stands at the foot of the cradle during the royal infant's slumber to watch the precise moment of her awakening; another stands at the head armed with a huge feather fan to chase away the flies. The royal Spanish crown, which is in silver gilt hangs in front of the cradle. The cost of the cradle, without the hangings of fine lace and the garniture of marabout feathers which surround it, is estimated at \$1,400.

A DOG.—This story is told of a San Francisco dog named General. His wonderful performances were admired by everybody who knew him. It was General's custom every morning to take a ten-cent-piece wrapped up in a paper to an adjoining butcher shop, in return for which he obtained a chunk of beef for his breakfast, first carrying it, however, to his master. One day the butcher intentionally failed to give the dog his meat after taking his money. The dog remained there patiently for some time, but finally trotted off. The next day the dog took his paper and ten-cent-piece to another butcher's shop, and positively refused ever after to patronize the man who had cheated him.

JAPANESE FARMING.—Wheat, barley, rye and buckwheat are grown in rows, and the weeds kept out by hoeing. Rice is the chief product of Japan. The earth nearly everywhere is black, and the black soil of the valleys, when well cultivated and made to hold the water from the neighboring hills, makes good rice fields. The soil is broken by manual labor. Men go in to the mud up to their knees, and with a long-bladed hoe turn the earth over. Horses are used to harrow it down, and when ready, the rice plants are set out by hand. The rice of Japan is very fine, and the Japanese know how to cook it. With them it is the principal article of food—a little rice, with pickles and tea, often constitutes the meal. The people do not know how to make bread, but seem to be very fond of it when they can get it of the foreigners. Potatoes, sweet potatoes, egg plants, corn, melons, cabbages, onions, and turnips are also grown, and other vegetables, the names of which I do not know, and never saw in America. Of fruits, there are peaches, plums, oranges, strawberries, pears, persimmons and figs.

OLD SHOES.—Inventive genius is much employed to use up waste products. Thus the bones, blood, entrails and hair as well as the skin of animals is put to some use. Few persons, however, would believe that old shoes are sought for. *The Scientific American* says:—

Large numbers of old shoes are sold by rag pickers to men who dispose of them at a good price. From bits of old leather, the article known as Prussian blue, is made, but as only a few firms manufacture it the call for old shoes was evidently for some other purpose. In New York city and Brooklyn about three million pairs of old shoes are thrown away every year. By dint of persevering inquiry it was discovered that the old shoes were used for three purposes. First all shoes not completely worn out are patched, greased, and after being otherwise regenerated, sold to men who deal in such wares. Some persons wear one shoe much more than the other; these dealers find mates for shoes whose original mates are past hope. Secondly, the shoes not worth patching up are cut into pieces; the good bits are used for patching other shoes, and the worthless bits, the soles and cracked "uppers," are converted into Jamaica rum! It is said that they are boiled in pure spirits and allowed to stand for a few weeks. A gentleman who doubted the truth of this story stopped recently at a grog shop in the neighborhood of the factory and inquired if they had any rum from old shoes. "No," said the barkeeper, "we don't keep it much now; the druggists, who want a pure article, all sell it, and the price has gone up. But we have had it, and we can get you some if you want it." How many old shoes go to a gallon of rum could not be ascertained.

EDUCATIONAL NOTES

ELSEWHERE.

MONROE Co., N. Y.—The teachers association will hold its meeting Feb. 19 at the Court House, at Rochester. At each of the two sessions five papers will be read. We do not notice on the program any time allowed for discussion. A. M. Brown, will preside.

Oswego Co., N. Y.—The teachers association met at Pulaski, Feb. 11th and 12th. Papers bearing directly on school work were read by Misses E. Brown, K. Farmer, and M. C. Calkins, and by Profs. Cole, Pierce, Ryder, Mosser, and Douglass. Each subject was followed by short discussions. E. M. Wheeler is the president.

The Boston School Board has voted not to abolish corporal punishment in the public schools, but have limited its application by the principals of the schools, and such persons as they may authorize to inflict it at a session of the school subsequent to that in which the offence was committed. The teacher inflicting the punishment must distinctly state to the child the reason therefor, and must enter in a book, a history of the offence, and the effect of rod on the conduct and character of the child.

Boston.—By a very pretty card we learn that Mrs. Nelly Lloyd Knox and Mr. D. C. Heath, (Ginn & Heath), were married Jan. 6. We beg to tender our hearty congratulations. We have ever felt that it was an unfortunate day for our school interest when Mrs. Knox removed from this state. Not only a genuine woman, a cultured lady, but an educator by instinct, she won her way to thousands of hearts at the institute. She is tenderly remembered to this day. We hoped the day would come when she would be appointed to a Normal Professorship on Methods, at large. We need her. But this dream of ours is over. Valuing her so highly we congratulate Mr. Heath the more warmly.

INDIANA.—A case came before the Circuit Court, the plaintiff asking for a writ of mandamus to compel the trustees to have their children taught algebra and Latin in an ordinary district school. The court issued the mandate in regard to algebra, and refused it in regard to Latin, solely on the ground that the plaintiffs had not made a suitable demand on the trustee in regard to that study, holding that it was his duty to cause Latin to be taught, if the attainments of the pupils required it, and that he would be compelled to do so by suitable proceedings. The court said:

"Section 26 of the act of March 6, 1865, 3 Ind. Stat. 448, confers on the patrons of schools the power to elect that branch of learning in addition to those prescribed by the general law, shall be taught in their schools, and that section 147 make it the duty of school trustees to cause such 'other branches of learning and other languages as the advancement of pupils may require' to be taught therein.

OHIO.—Mount Union College. Number students last year 645; from first, 15,748, representing nearly every State, of whom 8,917 have taught public schools—one fourth ladies. Total graduations, with Degrees 1,052. By having erected buildings, this College regulates and cheapens cost of students' rooms and board, their chief expense. Table or club board is \$1.55 to \$1.80 per week; self-board, including good room, \$1.15 to \$1.40 per week; good board and furnished room, \$2.50 to \$3.25 per week. Tuition is but a trifle in any course of studies—ancient or modern Classical, Scientific, Philosophical, Literary, Commercial, Normal, Instrumental Music, Fine Art, or Preparatory. Valuable improvements lately made to Boarding Hall, Libraries, Laboratories, Apparatus, Experimental and Lecture Rooms. Over \$35,000 are subscribed by citizens of Mt. Union for a new Museum Building. Three new Professors lately added to the large and competent Faculty. Mathematical Instruments, Apparatus, also Museum estimated at \$251,000. College property estimated at over half a million dollars, above any indebtedness, donated for the benefit of students, especially the self-dependent and enterprising. Methods of teaching, illustrative, logical, thorough. Natural or speaking method of teaching German and French. For new catalogue, address, O. N. Hartshorn, LL. D. Pres. Faculty, Alliance, Ohio.

NEBRASKA.—Supt. S. R. Thompson's annual report is very valuable. Thanking him for it, we publish an extract from County Supt. J. A. Smith's paper on Teachers' Institutes:

"The institute question has been pretty thoroughly test-

ed by the leading educators of the day. First an institute of three or four days session was tried, but found to be too short for any practical use. Next the session was prolonged to a full week, but still found to be too short to do the work necessary for the occasion. The work of the institutes thus far had been confined almost exclusively to what were termed 'Model Recitations.' But about this time it was found that the institute which gave the best result, and which proved most satisfactory, was not the institute of model recitation alone but the institution of model instruction as well. It was then wisely decided that the institute, to do the most good for the least outlay, must assume the character of a normal school and prolong its session at least three, and better, six weeks.

We now come to consider the second part of our subject, viz., 'Hints for the management of normal institutes.' The first thing necessary to insure a successful normal institute is a corps of teachers who are able to work and willing to study; who have passed that station on the road to knowledge at which so many teachers are accus-

ALFRED B. ELLSWORTH.—Alfred B. Ellsworth, Principal of Public School No. 20, Buffalo, died Feb. 4, 1881, age 60 years. For upwards of fifteen years he has been one of the leading teachers and an influential citizen of that city. He was a brother of the lamented Lorenzo J. Ellsworth, one of the earliest and most devoted disciples of David P. Page, and graduate of the Albany Normal School, and who, like his illustrious leader, was cut off in the midst of his usefulness. These brothers wrought on the bleak hills of Chautauqua, fifty years ago to obtain subsistence and the means to enable them to fit themselves for teachers; a profession for which they seem to have been pre-destined. As an illustration of the power of self reliance and conscious manhood, devotion to principle and unflinching opposition to wrong and oppression regardless of consequences to self, Mr. Ellsworth once became a victim to the anomalous one-man-power system under which the Buffalo schools exist and was refused the annual re-appointment. At the solicitation of his friends and patrons he opened a private school near his residence and was so well sustained that he largely increased his annual income and was urged to accept a better position in the public schools than he had before occupied, on the election of a successor to the unworthy superintendent. Such men are rare and their teachings dignify the profession and are the fountain head of that distinctive American character which should underlie our system of society and government.

COMMON SENSE.—About a year since, S. H. White of Peoria visited Ontario (Can.) for the purpose of studying the system of schools in that Province. Without letters of introduction he passed from town to town, visiting also many of the country schools. He became satisfied that in respect to the rural schools, where the most serious defects of our system exist, much more is doing for real education in that Province than in this country. This superior excellence may be attributed to the following features of their system:

The definite standard of qualification which must be reached by inspectors and teachers before they can enter upon their work. To obtain a certificate of the lowest grade a teacher must, after passing a non-professional examination, attend the County Model School one term and sustain himself in a subsequent professional examination. Ordinarily, if he desires to teach for a longer time than this certificate permits, he must obtain one of the second grade at the expense of similar examinations and attend one term at the Normal School at Toronto. A certificate of the highest grade is obtained after much the same ordeal as that of the second, the attendance upon the Normal School being lengthened to one year unless the applicant has taught successfully two years, in which case he may take the examinations only. Holders of highest grade certificates are ranked as A, B or C men, as their standing at the examination may determine. To be a first class A man is to occupy a marked position in the profession and entitles one to special privileges. For instance, county inspectors can be selected from such men only. County examiners must be first class men, and in general all the most desirable positions in educational work are filled by such men, those of the highest rank having the preference. It should be said here that before a man can become an inspector he must have had at least three years experience in teaching.

(Why, why, why must the States pursue a course that is at variance with common sense?—Ed)

LETTERS.

I have been a subscriber for your valuable paper since last May. There is much said about the schools in our rural districts, and a great deal of it is true, no doubt. But let me ask if any one who visits the schools only once a year, can know of the progress made by the pupils? They can judge of their general standing at the time, but who is there that can remember from year to year, what improvement they are making better than their teacher? And if teachers are not capable of judging I think they had better not be employed.

B.
(Undoubtedly, the weak feature in our rural schools is the weak supervision. The strength of the city school lies in the careful supervision. There needs to be a plan by which every school can be thoroughly inspected and its methods comprehended. The teacher is an interested party.)

What is the remedy? that is the question. Either teaching is the great and glorious work it is represented to be or it is not. If it is why do people prefer to employ incompetent people? There is in this county a commissioner whose sole business it is to get elected again. He means to suit every body except himself. He is a decent man, but he has a mortgage on his premises and he is determined to stay in until that is paid off. What is the result? Why he licenses the young folks who have influential parents.

There is no way to measure up the work of the teacher; this man does not do it I can assure you. I have thoroughly taught my school and yet I stand no higher in his estimation than one of these green teachers. He will do no more to keep me in my place—in fact he will not do as much as he will for those who are related to his old political cronies. I have taught ten years, I had two years in the Normal School, I have spent a good deal to learn about teaching, I have taken instruction in a number of branches not needed in school—and yet when there was a vacancy in a school, when the salary was better than mine, what did he do? Why, he recommended—who has not been six months in the school-room and who does not intend to stay in it. This I call official meanness and official wrong doing. What is the remedy.

X.
Yours of the 7th inst received, and considered. While I shrink from nothing which my time and health will allow me to do, still I feel that at present I have about as much as I can carry. I am only one of four Commissioners in Oneida County, and I know it would be useless to expect any active aid in such an innovation. I believe in County Normal Institutions of 8 or 10 week terms. I also believe they will be eventually accomplished, but for myself, I have already more than I can do in an effort to educate up and force up a public sentiment that will believe in professional training. Hopeful for the future and willing to bear a full share in the brunt of battle.

GEORGE GRIFFITH.

A constant clamor comes to the ear for better work in the school-room. This can be accomplished only by better preparation, which can be reached only by improved facilities and extended advantages. Anything that improves the teacher adds a corresponding benefit to the influence he exerts in his school-room and augments his power to increase a favorable impression upon his pupils. A limited number of national holidays that are common to all professions, trades and occupations are now all that is granted to teachers.

They need time for special preparation. As the school law stands at present, no teacher can close school for a single day on any occasion whatever without violating his contract, unless he obtains the consent of the trustee. Some of the counties in this State have organized teachers' associations, and others are following in the same direction, but their influence is crippled for want of the liberty to attend them, except on Saturdays and general holidays.

There is nothing unreasonable in the idea that teachers be permitted to attend the association—because it is really for the benefit of the school. Why not have this put in the statute book?

Associations should be held quarterly at least, and bi-monthly if possible. May we not hear a favorable response from some one interested on this question; some one who will encourage the effort?

A. M. Brown.
Pres. Monroe Co. Teachers' Association.

(It is desirable that teachers should meet; and it is for the interests of the schools that they do so. Penurious

trustees will refuse permission for a time, but light will gradually enter their darkened understandings. Town boards must be formed; these will be more liberal because composed of a higher class of men.—Ed.)

I cannot forbear to express my thanks to you for the work you are doing for the country which I love. The January number of the INSTITUTE, just received, is so in the spirit of the true teacher that I feel my hope and courage much increased by reading it. Your articles on Christmas, Educational Literature, "In Abject Fear," etc., reveal the moral perception and intellectual freedom which I have longed to see in the conduct of an educational journal.

About ten years ago I decided that in all my acquaintance there was not an educational paper or magazine that I cared to patronize. God will bless you in proportion as you do your work unto Him. We shall not agree in details till we are made perfect, but God-fearing educators are co-workers.

D. D. B.

In the article on "Old fogies" in the January number of the INSTITUTE, you reflect very strongly on what you term thoroughness in the public schools, treating it as one of the delusive hobbies by which superannuated quacks are driving the children out, and which must give way before the progressive spirit of the age.

Now it puzzles your correspondent, and I know it will puzzle many more of your readers, to reconcile such sentiments with other teachings so often put forth by men of high character in the profession, and by educational journals of the most influential class, not excepting the INSTITUTE itself. "Drill," "Review," "A little well done is better than much half done," and a few other expressions of like tenor greet us as the mottoes of the most progressive men everywhere. Indeed the bitterest complaint that has been made against the public schools has had reference to the superficial character of their teaching, and of the so-called education obtained in them. The opening paragraph of the very article referred to seconds the "Steady demand that our education shall be planned with reference to actual life." There is no doubt that such a demand is becoming more and more emphatic. Practical utility is a qualification that is becoming more and more important in education as in everything else.

To know how to compute readily and accurately the cost of a package of butter weighing a given number of pounds and ounces, or to measure correctly a pile of wood and give its value, is considered a more valuable accomplishment than many other things heretofore taught; yet the acquirement of these homely qualifications is generally understood to be thoroughness.

How are we to understand the apparently contradictory teachings of the doctors? Are we to be brought back to the belief that, after all, a little smattering of many things is all that is wanted or that will keep children in school? Is that what is meant by planning education to conform to the requirements of actual life?

HENRY M. ENOS.

Cadillac, Mich.

(The easiest way is to start anew. First, we believe in thoroughness—of the right kind. A gentleman was passing a primary school and heard a grade saying 5 times 7 are 35, and they said it 35 times by actual count. The teacher then called out, "That's enough; 5 times 9 are 45, go on till I stop ye." And they said this over 45 times! Now that was not teaching. The motto a "little well done" will do for some things. But the human being takes up a little knowledge of many things and increases the definiteness and breadth of that knowledge every day. Good teaching must consider the child, his capacity to learn and remember, into consideration. It is found that a young child cannot control his attention but for a short period. Now the wrong against which there must be such vigorous protest is, the tendency to a mechanical routine; the mind is not a receptacle that can be endlessly crammed. The fitness of the knowledge to the stage of development too, is often wholly overlooked. The new education makes this its chief topic. The old fogy ignores it wholly.—Ed.)

While reciting to Prof. Wm. A. Rogers in 1866, I discovered the following test for numbers divisible by 11. Having never seen it elsewhere, I enclose for your use if you desire. Any number is divisible by 11 if the sums of its two sets of alternate digits are equal, or their difference is divisible by 11.

D. D. B.

Men will wrangle for religion; write for it; fight for it; die for it; anything but—live for it.

EDUCATIONAL MISCELLANY.

For the NEW YORK SCHOOL JOURNAL.

Teaching and Wages.

The young person who surveys the work of the teacher from a financial standpoint, and compares it with other occupations as a means of acquiring wealth, is very likely to turn away from it with false notions of teaching as well as of other employments.

"Mr. A. studied law, and after a few years' practice was worth fifty thousand dollars. Mr. B. studied medicine, and after ten years experience has an income of seven thousand dollars per annum. Mr. J. enlisted in a book-selling and publishing enterprise, and made forty thousand dollars in ten years. And so on through a long list. Now, I see no opportunity for similar results in teaching."

Such reasoning naturally brings dissatisfaction and contempt. An eminent judge once assured the writer that no two lawyers working together in an office could, by any honest system of uniform charges, earn more than two thousand dollars each per annum. Some of the best living physicians do not make over that sum. Without stopping to decide whether such men are right or wrong, it is admitted that men of no moral worth, no real manhood, without the honest exercise of a single power, make vast fortunes in both professions and in various kinds of business. Such men do not make a better or a safer country, and would be very unsafe guides; nor is it wise for any one to work for exceptional money results. He who would speculate out of the necessities of his fellow men is unworthy to associate with them. He who would take advantage of a rich neighbor's wants to wrest from him a part of his wealth proportioned upon his ability to pay rather than upon the value of the service rendered, justifies the questionable means by which the neighbor may have become rich, and makes himself a brother to the blackmailer and the despot and the robber.

We admire the honest frugality of Washington because it made him a safe good citizen. We commend the frugal industry and philanthropy of Benjamin Franklin because because they made him a bulwark to his country in the hour of her need.

We can have no good citizenship to day, no bulwarks of the State, except by the same means. Our country to-day is worst in need of intelligent men who resist the rush for wealth, the tide of corruption and speculation, and live humble frugal lives on small incomes. Never were there greater opportunities for heroes and philanthropists and patriots than at present. A change in this direction is our country's hope of stability. For the safety and perpetuity of our Republican institutions our schools are established and maintained.

We start back amazed that any man should have the blind hardihood to make the Gospel of Jesus Christ a means of acquiring wealth, or ease, or luxury, or creating a fictitious estimate of his own powers and services for speculative advantage!

How much less iniquitous is he who would pursue a similar course with teaching? The most sacred interests of manhood, present and future, every interest of patriotism and philanthropy are individualized and aggregated in the work of the teacher. The covetous man, the speculator, the luxurious pleasure seeker, the trifler, the quack, the charlatan, which of all these is fitted to lead and teach my children? To which of these will I intrust the training of my little ones? If I would not employ him to come into my house and act as instructor, companion and advisor to my children, how shall I dare to feel a moment's satisfaction if he is performing the same offices for the children of my country?

Whatever may be decided for other occupations and professions let us insist that the work of the teacher be lifted above the class of persons above referred to. Let us look primarily to the character of him who would teach. No man ever devoted himself to a worthy cause, however misunderstood, that his living, humble though it may have been, did not come with his work. If one is not able to approach the teacher's work in a worthy manner, it were better that his resolve wither and his purpose perish! Let us have more concern for the work than for the wages.

D. D. B.

TEACHER—"John, what are your boots made of?" Boy—"Of leather." "Where does the leather come from?" "From the hide of the ox." "What animal, therefore, supplies you with boots and gives you meat to eat?" "My father."—Galveston News.

For the New York School Journal.

Drifting.

By BUSY BEE.

As I sat one beautiful moonlight evening, such as lovers like to appropriate, (though why other people cannot enjoy them is a mystery to me) I seemed to look upon the then placid waters of Time and could but note the thousands who were drifting down the river. A few only struggled to go up the river. All those thousands were drifting, slowly, leisurely, but certainly down. A noble few were firmly stemming the current: they did not waver a moment; they continued their exertions, and well they might, for far up the stream, on a lofty pinnacle, were waving banners.

When I saw those beautiful banners, each bearing its appropriate inscription, unfurled to the mountain breeze, I waved my hand: chief in admiration and sympathy.

There was EDUCATION in all its brightness, FREEDOM in all its glory, PROSPERITY in all its splendor, FAITH with its serene trust, HOPE with its bright expectations, CHARITY with its godliness and LOVE with its bliss. Beholding these I wondered not that the wise few worked so hard to go up that river.

Reader, have you launched your boat? Which way are you headed?

For the New York School Journal.

A Talk with Parents.

By ALICE A. DRAPER.

Have you not heard people say, "Is it not strange that Mr. and Mrs. — have such bad children. They are such nice folks. Educated, refined and wealthy, yet I would rather my children play with the beggars in the street than with theirs."

Even the parents themselves wonder at the bad tendencies of their children. They say, "We were not so when we were young." They try this thing and that, and all to no avail; the boys and girls will travel on the broad road of ruin in spite of all they can do; they blush with shame, and wonder that their "children can turn out so."

The bad seed was sown by bad servants. You should have known better than to take men and women, boys and girls of doubtful character into your employ. You need character in your servants more than any thing else; let it become known that you must have good character, no matter what else you get.

There are an abundance of lewd, ignorant creatures who care nothing for the purity of your household, who would delight in the downfall of your children, who will initiate innocent and unsuspecting children into their own vices, and these men taken under your roof in blind security.

You will perhaps ride in your carriage, walk on velvets, glisten in satins and glitter with diamonds, but beneath it all, there is a bleeding heart, for your children, your pride, your joy, your idol, ah, what of them!

It is no wonder that children go astray in homes where it is least to be expected. No wonder that young men and women become creatures of shame and disgrace in unlooked for places. The children do not tell their parents what is poured into their ears, and so the base work goes on, and right here I must condemn the incredulity that exists among parents. If you give them a word of warning, you almost invariably hear, "O, I am sure that no such things come to the ears of my children." I have never yet found one willing to believe, unless they had learned it to their cost. Too late they discover their folly, and exclaim, "What shall we do?" It can only be done by employing those whom you know to be persons of a clean and upright character. Such are to be found. Encourage such persons to live in this world; pay them extra, if need be, for having traits of character that benefit them to live in your house.

Are Women Interested in the Public Schools?

The question will perhaps occasion a disgusted, "well I never" from some women who pride themselves on the interest they exhibit in the schools—by attending every exhibition. But the question is a fair one. Let us see what can be said. In both N. Y. and Mass., women are allowed to vote for school officers. What has been the result. It has been made apparent that in northern states the women are disposed to perform the task of going to the polls. The Sun says:—

This failure to exercise the privilege granted, and bear the burdens of the duty imposed, is unquestionably an evil. Neglect of the suffrage implies an indifference to the welfare of the public, or a lack of interest in the questions of public policy, or an unwillingness to undergo some personal inconvenience for the public benefit, which betray unfitness to possess the privilege.

If women, therefore, do not take the pains to vote at school meetings, as they are now allowed to do, or only here and there exercise the privilege, the experiment of giving them the ballot to that extent will manifestly have proved unsuccessful. They have obtained what they do not want, and what they are unwilling to use. They are not ready to receive the suffrage as men have it.

In Massachusetts the advocates of woman's suffrage have lately been again urging it upon the Legislature to its full extent. And yet only a small fraction of the qualified women voters of the State deposited their ballots at the last school elections. They took very little interest as a class in the matter, though great efforts were made to arouse them to a sense of their duty.

But it is true that neither in Massachusetts nor in New York has the experiment, yet been tried fully. The women have not accustomed themselves to their unwonted functions. And so far as they have voted, it cannot be denied that they have voted without public injury and with public benefit.

Here in New York, in some parts of the State the number of women voters was very considerable, though by no means all who were qualified. The Superintendent of Public Education is satisfied that the innovation made by the law of 1880 will prove advantageous to the interests of our schools. But what are the qualifications of legal voters at school meetings, needs to be more definitely determined, both for male and female voters, who should be placed on an equality in these meetings. Probably doubt as to what constituted a right to vote kept many women away from the polls. The act therefore needs amendment so that its intention shall be made plainer.

There are more female than male teachers in the State, and the mothers of children, rather than their fathers are the ones most nearly interested in their education, and better informed regarding its character. It is therefore wise to make the experiment of giving women a voice in the selection of school officers, and an opportunity to serve in that capacity themselves. But to make the experiment thoroughly successful, and a precedent for extending the suffrage still further to them, they must exhibit a more general and a livelier interest in their new functions than they yet have shown.

Quincy Ideas.

THE DUTIES OF SCHOOL BOARDS.

By JAMES H. SLADE.

I began my career as a member of a school-board seven years ago, with a confidence in my own knowledge and ability to determine without hesitation any question which could possibly arise in connection with school affairs, which, as I now look back upon it, would be very amusing if it were not so mortifying.

During the last seven years I have seen a great many schools in different parts of the country. I have seen comparatively few that were very good, many more that were fair, and by far the greater number that were positively bad. I have seen a good many utterly incompetent teachers, but a good many more incompetent school-committee-men. In short, I have no hesitation in saying at the outset that such defects as exist in our school system are mainly due to the inefficiency of school-boards.

They tell a story of a man in a New England town meeting, who, when the question of the election of school committee came up, arose and said: "I move that we have 10,000 school committee."

"What do you mean?" said the chairman; "there are only two thousand persons, men and women grown, and children, in the town."

"Why," said the maker of the motion, "I only propose that we have the same committee we have always had—one man and four ciphers!"

It is such disregard of fitness in selection that puts in the charge of schools men like the Connecticut member of a school-board, who said to the school after an examination:

"You have read well and wrote well, but you hain't got still;" or like a neighbor of mine who called upon a class to spell "arranged."

"A-r-r-a-n-g-e-d," replied the class.

"Wrong," said my friend; and, after being requested by the astonished teacher to illustrate the use of the word by a sentence, responded with, "Suppose I say to you: 'This man was arranged in court for theft!'"

The chief reason of the inefficiency of school-boards lies in their inability to appreciate their own incompetency. Just as it has been taken for granted that any girl who graduated with a fair degree of credit from some high school was fitted to teach, so school-boards have assumed that because they were generally fairly educated and successful in their own professions or businesses, they were perfectly competent to direct and manage a school system. The lawyer on the school-board would unhesitatingly refer a client who required spiritual advice to his colleague the clergyman; the clergyman would urge Peter's wife's mother to send for his associate, the doctor; the doctor would decline to draft her will and suggest the employment of his fellow-member, the lawyer. But lawyer, and clergyman, and doctor, and carpenter, and butcher, and baker, and candlestickmaker, will entirely ignore the fact that teaching is a scientific profession, requiring careful and special education, and assume the responsibility of school management with delightfully unconscious impudence.

Paradoxical as it may seem, from my observation of school-boards, the fact seems to be that the more faithfully and conscientiously they attend to their duty, the more they impair the efficiency of the schools they are intended to improve. In the first place, for the simple reason that the whole course of the education of the average member of the school-board has been in an entirely different direction; he is as unable to judge of a school as of the management of a ship. He cannot distinguish between a good school and a bad school, or between a good teacher and a bad teacher. The chances are that the very things he commends have no proper place in a well conducted and constructed school; and the very things he condemns are indications of interest and progress on the part of the pupil, and enlightenment and originality on the part of the teacher. The probability is that the more funereal the aspect of the school, the more rigidly erect the pupils, the more profound the silence, the better pleased he will be.

Teachers long ago discovered this tendency and shaped their school management to conform to it. New teachers grew into it, assuming it to be the correct thing, and there came to be incorporated into our school system this preposterous element called "discipline." I have had fifty teachers, who sought positions in Quincy, bring me what they supposed were letters of recommendations from the committees in other places where they had been employed, in which the principal stress was laid upon the fact that the applicant was a "rigid disciplinarian," as it was supposed that I desired to secure the services of a drill sergeant.

Now, the Quincy experiment—or rather, the Quincy achievement, for it passed the experimental stage years ago—and the discussions and investigations which have grown out of it, have established one fact beyond dispute: Our school system, as a whole, the land over, is a miserable and lamentable failure. Its results are ridiculously inadequate to the time and money expended upon it. We are graduating children by the thousands each year under the general supposition that they are fairly educated; whereas, as matter of fact, in any proper and comprehensive use of the terms, they can neither read nor write.

I want to say here, lest you infer that I regard school-boards as superfluous, that I consider them a necessary, important and vital element in the school system. There are many questions connected with school conduct that can be wisely and satisfactorily determined only by such bodies. The amount of money to be expended, and how it can be most advantageously distributed or employed, the character and location of buildings, the salaries of teachers—in a word, the administrative policy of the school system requires the careful supervision of an intelligent committee of citizens, familiar with the needs and wants and circumstances of the community. But if our school system is to accomplish the purpose for which it was devised, if our children are to be educated, wisely, thoroughly, so far as general public instruction is practicable, scientifically, and economically, the educational policy of our schools, the courses of study, methods of instruction, the selection and training of teachers—all those matters which are intimately and directly connected with the work of the school room, must be placed under the control of persons

who have been especially fitted by education and experience in this particular direction, to do the precise work required to be done.

When school-boards select teachers they forget almost entirely the common sense principle. They examine candidates for positions upon almost every conceivable subject except their ability to teach. They assume that a person who knows a thing can therefore teach it, whereas the fact is, that we may not only know a thing, thoroughly ourselves and be unable to teach it, but we may know precisely how a thing should be taught and still be unable to teach it, just as we know how many things are done that we cannot do. I presume there is not a person in this audience who does not know how to swim, while perhaps not ten persons of you can swim.

You will understand, of course, that I do not mean to underrate culture. The better our teachers are educated, other things being equal, the more successful they will be. What I object to is the practice of placing general knowledge, familiarity with the subjects upon which the teacher is not to be required to give instruction, before the practical ability to do the very thing for which the teacher is employed.

What, then, is the obvious course for public-spirited and intelligent school-boards to pursue?

When the Quincy school-board became convinced of its incapacity, it looked about until it found a man who was competent to do what it had been unable to do, and made him superintendent, not only in name, but in fact. Substantially, then, if our school system is to be materially improved and made to produce the results practically, which it now produces only theoretically, the school-board must abdicate in favor of the superintendent. When I say "superintendent," I do not mean any one of a class of persons who may be found all over the country. I mean a person who unites good, sound, common sense with a broad and generous education; who understands and appreciates at its true value the one result towards the accomplishment of which every element of our school machinery should tend; who knows that the information which the child gains at school, varied and useful and valuable as it may be, is of secondary importance when compared with that mental strength, that brain power, which compels success in life. I mean a person who comprehends what is meant by scientific education; who is familiar with the approved methods of education; who knows which are good and which are best by actual experiment in the school room; who can apply them to children and impart them to teachers; who can discover and recognize in others that instinct, that adaptability, that fitness, without which the teacher is a failure; who can devise and create a harmonious system and has the patience and the courage and the skill to keep it steadily and smoothly on its way; a person who understands the laws of mental development and who appreciates the fact that children are delicate and sensitive organizations, requiring careful and varied treatment, and not machines, made upon the same pattern, with interchangeable parts like Waltham watches and Remington rifles.

Such superintendents, I admit, are not to be had for the asking. They cannot be found under every tree, and at present the demand is far greater than the supply. We demonstrated this practically in Quincy. The majority of the board said to Col. Parker: "There are our schools; do with them as you please."

A good superintendent wonderfully lightens the work of the teacher. The reason that so many teachers complain of the difficulty and fatigue of their calling is that they are not familiar with and do not employ the methods best adapted to their work. The teacher who goes into the school room fresh from the High School, without training in school room work, necessarily gropes in the dark. She is continually experimenting, meeting with some success here and little failure there, and she becomes heart-sick and weary, not so much because of the labor actually expended as because she has accomplished so little.

I tell persons who ask me about the Quincy system that its chief and crowning glory is that children are happy; that whereas they were dull and heavy and indifferent, they are bright and active and enthusiastic. You can see a partial illustration of this in this very town. A slip from our vine has been planted in Flushing. It is of only two months' growth. But take the average primary school as I have seen it all over the State of New York, and compare it with the schools you saw this morning, which have been made what they are in eight short weeks by the intelligent supervision and skill of a Quincy trained teacher,

remember that it is only a beginning. Look forward five years and imagine what it will be if carried on in the meantime as it has been begun, and then you can appreciate the work which Col. Parker has done for the children of Quincy, and which I hope to live long enough to see every town doing for its children.

Compulsory Education.

Indiana and California are again talking of compulsory education. The trouble is that the compulsory education laws now on the statute books of a number of our states do not compel. Neighbors will not turn informers against neighbors, and should not do it. The social strife it would engender would more than offset all possible benefits from the enforcement of the law. The only way to have such laws as these enforced is to make it the duty of some officer to visit the schools, ascertain who is violating the law, and prosecute the offenders. This would be expensive in sparsely settled sections of the country, and even in the cities. Still the fact remains that if compulsory education is demanded, the law should provide for an energetic enforcement of its requirements, as the English law does, and as the New York and Buffalo truant laws do to some degree.

After all a live teacher, or superintendent, who knows how to make the schools attractive, has proved much more effective than compulsory education laws would have done, in more than one community that we could name. The reports of schools often come to us where an increase of from 25 to 35 per cent in the school attendance has been effected throughout a village, or in a given school, simply by changing superintendent or teacher. There are teachers who can go into a village where the schools have been unattractive and the people indifferent toward them, and before the first winter is passed, set the town on fire, as it were, with zeal for the school's. Enthusiasm is the best of all whips. It drives the teacher himself, and the school board, as well as the parents and pupils.

If the parents force the children to remain at home and drudge when they should be in school, it would seem as though there should be a penalty for such an offense, as there is for other kinds of neglect of and cruelty toward children; but then it must be made the official duty of some regular limb of the law to attend to the business, or suffer a penalty.—*Inter-Ocean*.

Reading for Teachers.

Many (should we say most) of our teachers are the product of bookless homes, and few, who are widely and intimately acquainted with the rank and file of our profession, will incur the trouble of denying or seriously caviling at the statement that most of them have read but little, and read the little ill; and what they have read has much of it been of the Indian hair lifting, love sick, or free booting styles of sundry periodicals, which we will not here advertise.

The reading of such trash by these teachers, it is not for us to rashly condemn. There exists a disposition to read, a hungering to read, and the home and neighborhood stock, poor as it may be, is the only food available to gratify this craving. Of the whole range of literature and of the best authors, they are profoundly ignorant, and have no literary acquaintances to consult confidentially; and even if they should learn what is desirable and covet it, they sink in despair in view of the prices out of all ratio to their annual surplus, after providing for the absolute necessities of decent appearances, for to their retreats the glad tidings of a cheap press have not penetrated; or if they have, the news seems too good to be reliable and is disregarded.

Some teachers have parents of little education, but of much native ability and shrewdness, whose whole lives have been devoted to money getting; and their children have been educated to teach by the narrowest and nearest text-book channel that would return the investment with interest; for to them the schooling, either as pupil or as teacher, is a matter of pure dollars and cents, so that any additional expense for literary culture of breadth of information is regarded as so much thrown away. All candid thinkers must admit that this wide spread lack of standard reading among teachers, is a source of weakness in the instruction of our children; as much supplementary and collateral information that should accompany the text-book matter, must be derived from general reading, and if so derived and

given will stimulate pupils to a like wide-spread range of books. Philanthropic efforts have been made, as witness the Chautauqua and other organizations to inculcate the habit of systematic reading among the people generally.

The degree of success attained by these several societies depends less on converting previous non-readers to become readers, than on having a plan of operations and an organization by which to assist those hungering to read, and to stimulate others to persevere in whom the desire to read is feeble.

Interest and faith are created by outlining what to read, and the order, manner, and purpose of its doing; and are sustained by attractive selections from the varied kinds of literature.

Advantage is also taken of the human tendency for companionship and the competition resulting therefrom; and of that soft side of our natures which seeks recognition and commendation for well-doing, and is gratified by diplomas or certificates, stating what has been accomplished by those named thereon.

In counties having a public or teachers' library, even this small sum may be somewhat reduced, if books of the course can be drawn therefrom, though such reduction is not here advocated, except a temporary economy, as it is very advisable that each reader accumulate an individual store of reading matter for review and reference, which is necessary if the mental acquisition is to be reliable and permanent; and also that this commendable literature remain as wide-spread as possible, to advertise itself to the general populace.

Though aimed mainly at our more isolated brethren of the rural districts, who are often far from good books or bookish information, this course would prove a sharp prompter to many of our graded and high school teachers; as it is safe to say that many high school, normal, college, and university graduates are practically without experience in reading.—*Wisconsin Journal of Education*.

THOMAS CARLYLE.—This eminent author was born in Dumfriesshire, Scotland, in 1795. His father was a farmer and a man of great force both of intellect and character. He designed to enter the ministry, but at an early age his theological views became unsettled and he abandoned the plan. Another reason given by him was the discovery that he "was the miserable owner of a diabolical arrangement called a stomach." He turned his attention to literature and was enabled by his marriage to secure the requisite leisure. His first essays were without much recognition. He wrote biographical sketches for Brewster's Cyclopædia, also the Life of Schiller, and translated Goethe's *Wilhelm Meister*. His famous essays began to appear in 1827 and were forty in all. It was a revelation to the literary world. Next came "Sartor Resartus," but for this he was long unable to find a publisher. It was brought out in this country by Emerson. Up to this time he wrote incognito. The first book published with his name was the "History of the French Revolution," 1837. "Chartism" appeared soon after; three years later, "Past and Present." In 1845 he published "Cromwell," and in 1850 "Latter-Day Pamphlets." The "Life of Sterling" appeared in 1851. The "Life of Frederick the Great" was published from 1858 to 1864 and was the fruit of many years' study. This was his last great work. He was chosen Rector of Edinburgh University over Lord Beaconsfield. It is a curious thing that he espoused the Southern side in our war of the rebellion—thus losing many American friends. He died at Chelsea, London, Feb. 5, of old age, without a struggle.

THERE is to be a new apportionment of the members of Congress based on the new census. Some want 319 members, others 301. Watch the papers.

THE true object of education is to train the mind to such use of its own faculties that it will work easily and accurately and be able and willing to work all through life.—**DR. HALL.**

Education draws out and disciplines a man; fills him with varied and rational ideas; prevents him from sinking into monomania, or being excited by transport; gives him determinate thoughts instead of eccentric fancies, pliable opinions for fixed convictions; replaces images by calm reasoning, sudden resolves by results of reflection; furnishes us with the wisdom and ideas of others; gives us conscience and self command.

FOR THE SCHOLARS.

The Thermometer.

The word "Zero" on the common thermometer, comes to us through the Spanish from the Arabic, and means empty, hence, nothing. In expressions like "90 degrees Fahr.," the abbreviation, Fahr., stands for Fahrenheit, a Prussian merchant of Dantzic, on the Baltic sea. His full name was Gabriel Daniel Fahrenheit.

From boy he was a close observer of nature, and when only nineteen years old, in the remarkable cold winter of 1709, he experimented by putting snow and salt together and noticed that it produced a degree of cold equal to the coldest day of the year. And that day was the coldest day that the oldest inhabitant could remember. Gabriel was the more struck with the coincidence of his little scientific discovery, and hastily concluded that he had found the lowest degree of temperature known in the world, either natural or artificial. He called the degree zero, and constructed a thermometer, with a scale graduating up from zero to boiling point, which he numbered 212, and the freezing point thirty-two—because, as he thought, mercury contracted the thirty-second of its volume on being cooled down from the temperature of freezing water to zero; and expanded 180th on being heated from the freezing to the boiling point. But this was not correct; there are colder degrees than zero. But Fahrenheit's thermometer has been so widely adopted that none thought of any better until his name became an authority.

The three countries which use Fahrenheit are England, Holland and America. Russia and Germany use Reaumur's thermometer, in which the boiling point is counted eighty degrees above the freezing point. France uses the centigrade thermometer, so called because it marks the boiling point one hundred degrees from freezing point. On many accounts the centigrade system is the best, and the triumph of convenience will be attained when zero is made the freezing point, and when the boiling point is but 100 or 1,000 degrees from it, and all the sub-divisions are fixed decimally.

If Fahrenheit had done this at first, or even if he had made it one of his many improvements, after the public adopted his error, the lack of opportunity, which was really his, would have secured to his invention the patronage of the world.

Tales from Shakespeare.

THE MERCHANT OF VENICE.

Shylock was a Jew and he lived at Venice; he was a rich man and lent out money at a high rate of interest. Antonio was a merchant and greatly beloved. His best friend was Bassanio. Now this Bassanio expected to marry Portia, a beautiful and rich lady, and in order to furnish himself with a fitting appearance applied to Antonio for three thousand ducats. Antonio not having the money, applied to Shylock for it until his ships should come home.

Shylock hated Antonio, because the latter often lent out money without asking any interest, and because he denounced the hard bargains Shylock made with the Venetian merchants; so he determined to get even with him if possible. He offered to lend the money if Antonio would agree that a pound of flesh might be cut from his body if it was not paid, and to charge no interest. Bassanio did not like to have such a bond signed, but Antonio said his ships would come laden with merchandise which could be sold, and the money paid, and so it was done.

Bassanio being supplied with money went to court Portia, and in a short time she consented to wed with him. He told her he had no riches, but she said she had enough for both; and presenting him with a ring, she said, "Myself and what is mine I give you with this ring." Bassanio was filled with gratitude as well as love for this proof of her affection, and vowed never to part with the ring.

This scene was painfully interrupted by a messenger bearing a letter from Antonio, telling him that his ships had been lost, and that Shylock demanded the pound of flesh. Portia immediately said:

"You shall have money enough to pay this twenty times over. Go quickly and save him."

They were married at once, and Bassanio set out on his journey. Portia had a relative in Venice, a lawyer, named Bellario; and it was agreed that Portia should come in the robes of a counsellor-at-law and plead the case before the court.

The case came before the duke and senators who held the high court of justice. Portia came with a letter from Bellario, who said he was unable to come from sickness,

but requested that the learned young doctor of law whom he sent should be allowed to plead in his stead. Portia was disguised in the robes and large wig which was required to be worn.

The trial began. Shylock refused to be paid in money. Portia pleaded with him that he should be merciful, saying that mercy was a double blessing—blessing him who gave and him that received it. But Shylock said he wanted the pound of flesh. Bassanio asked if the laws could not be set aside in order to save life, but Portia said a law once established must never be altered. This pleased Shylock wonderfully. He cried out, "A Daniel come to judgment!"

"Yes," said Portia, "the bond is forfeited and you can lawfully claim a pound of flesh from Antonio, and he must prepare his bosom for the knife!"

This was most painful for Bassanio to hear. He clasped Antonio in his arms, and declared he would give everything, even his dear wife, to help him out of his anguish; then he bade him farewell. Portia now said to Shylock:

"You should get a surgeon or he may bleed to death;" but the Jew answered: "It is not so in the bond."

Then Portia said: "The law must have its way; you may cut off a pound of flesh from off his breast."

This pleased Shylock, and he cried out: "O wise and upright judge!" and with his knife was about to seize Antonio, when Portia spoke:

"Wait a moment—your bond says nothing about a drop of blood; it says a pound of flesh! If you shed a drop of blood your houses and goods are to be confiscated!"

Now, as it was impossible to cut a pound of flesh without shedding a drop of blood, this discovery of Portia saved the life of Antonio. The wisdom of the counselor was so apparent that those present called out: "O wise and upright judge, mark you a Daniel come to judgment," and plaudits arose from all parts of the senate house.

Shylock saw he was defeated, and with a disappointed look, said he would take the money. Bassanio heard it and was about to pay it, when Portia said: "Softly, there is no haste; the Jew can have nothing but the penalty; he is to cut just a pound, no more, no less. If he cuts more or less, the laws of Venice are such that he will be condemned to die."

"Give me the money and let me go," said Shylock.

"Wait, Jew; you have conspired against the life of one of the citizens of Venice, and the law says that all such are at the mercy of the duke, and your wealth is forfeited."

The duke said he would pardon Shylock, to show him how much better their spirit was than his. As to his wealth half should go to Antonio and half to the state.

The baffled Shylock retired, and Portia was greatly praised. The question arose as to a proper reward for the counselor. A sum of money was offered, but nothing would do but the ring Bassanio wore; and he ashamed to appear ungrateful gave it to Portia, and the court was dismissed, and all went to their homes.

Portia hastened back to her country house, and it was not long before Bassanio came and with him Antonio. After greetings were over, Portia noticed the ring was gone, and she reproached her husband for giving it away. Portia said he had given it to a woman; Bassanio said he had given it to a lawyer, and he tried to tell her that the lawyer refused money and insisted on the ring.

At last she said she would give him another ring, if he would promise to keep it better than the other. When Bassanio looked at the ring put on his finger, he was astonished to find it was the same as the one Portia had first given him. And still more was he astonished to learn that she was the one who had rescued Antonio by her courage and wisdom by pleading before the court as no one else could have done.

Ants and Their Slaves.

Peter Huber, the son of the celebrated observer of the manners and habits of bees, while walking one day in a field near Geneva, saw on the ground an army of reddish-colored ants on the march. After marching for about a quarter of an hour, they halted before an ant-hill belonging to the small black ant, and a desperate struggle took place.

A small number of blacks offer a brave resistance; but the great majority fled, carrying away their young. It was just these which were the cause of the strife. The assailants, who had succeeded in penetrating into the city, loaded themselves with the young black progeny, and soon left the unfortunate city in desolation, and resumed the road to their own habitation, whither young

Huber astonished and almost breathless, followed them. But how was his astonishment augmented when, at the threshold of the red ants' community, a small population of black ants came forward to receive the plunder, welcoming with visible joy these children of their own race. Huber speedily discovered that, in fact, the black ants were the workmen. They built; they brought up the young red ants; they administered the affairs of the community, provided its supplies of food, and waited upon and fed their young masters.

Huber made an experiment. He was desirous of observing what would be the result if the great red ants found themselves without servants,—whether they would know how to supply their own wants. He put a few into a glass case, and put some honey for them in a corner, so they had nothing to do but to take it. They did not touch it; they seemed to know nothing; they had become so grossly ignorant and indolent that they could no longer feed themselves. Some of them died from starvation, with food before them!

To complete the experiment, Huber then introduced into the case one black ant. He went straight to the honey, and fed the great red ants. These are curious facts and cannot but set one to thinking.

REASON IN BIRDS.—A writer in a London paper says: "Several years ago a pair of my canaries built; while the hen was setting the weather became intensely hot. She drooped, and I began to fear that she would not be strong enough to hatch the eggs. I watched the birds closely, and soon found that the cock was a devoted nurse. He bathed in the fresh cold water I supplied every morning, then went to the edge of the nest, and the hen buried her head in his breast and was refreshed. Without hands and without a sponge, what more could he have done? The following Spring the same bird was hanging in a window with three other canaries, each in a separate cage. I was sitting in the room, and heard my little favorite give a peculiar cry. I looked up, and saw all the birds crouching on their perches, paralyzed with fright. On going to the window to ascertain the cause of their terror, I saw a large balloon passing over the end of the street. The birds did not move till it was out of sight, when they all gave a chirp of relief. The balloon was only in sight of the bird who gave the alarm, and I have no doubt he mistook it for a bird of prey. I have a green and a yellow canary hanging side by side. They are treated exactly alike, and are warm friends. One has often refused to partake of some delicacy till the other was supplied with it. One day I had five blossoms of dandelion; I gave three to the green bird, two to the yellow one. The latter flew about his cage, singing in a shrill voice, and showed unmistakable signs of anger. Guessing the cause, I took away one of the three flowers, when both birds settled down quietly to enjoy their feast."

WEDDING CUSTOMS.—In Sweden a bride has her pockets filled with bread. It is supposed that every piece she gives the poor on her way to church, averts some misfortune. In Norway the bride herself hands round strong drinks, that all the company may drink long life to her and the wedding feasts lasts some days. In Liburnia, it is the custom of the bride to retire from the table before the end of the dinner, and to throw over the bridegroom's house a hard cake made of coarse flour; the higher she throws it the happier she will be. In Circassia, there are always set upon the carpet in one of the rooms in the bridegroom's house a vessel of wine and a plate of dough; and the first thing the bride does on entering, is to kick over the wine and scatter the dough with her hands about the room. This is supposed to bring good luck.

The unaided man is a very feeble animal. If he borrows no ideas from his fellows, and receives no hint from them of the results of the aggregate experience of the human race, he gropes about all his life, neither observing much of thinking much. It is only when, by intercommunication and education, each man is made recipient of the fruits of the experience of all, that the miraculous greatness of human life becomes apparent. Each individual is given, by means of education, the net result of the experience of the human race. Each rides on the shoulders of all. Each one thinks and feels over again within himself the condensed results of human thought and feeling; each man becomes a compendium of mankind, and this is the miracle of life.—W. T. HARRIS.

HORSFORD'S ACID PHOSPHATE makes a delicious drink with water and sugar only, and is superior to lime juice or lemons for making "lemonade" or alcoholic drinks.

BOOK DEPARTMENT.

NEW BOOKS.

Publishers will favor themselves and us by always giving us prices of books.

THE ART OF SCHOOL MANAGEMENT. By J. Baldwin. D. Appleton & Co: New York.

This volume is designed as a text-book for Normal Schools, Normal Institutes, and a reference work for teachers, school officers and parents. The subject is divided into ten parts—Instrumentalities, Organization, Government, Course of Study and Progress, Study and Teaching, Class Management, Examinations, Professional Education, System and Progress in Education, Graded Schools.

Each of these is elaborately treated in a thorough manner. The aim is plainly to produce a book abounding in plain, practical lessons. It will prove of great value to the teacher who seeks for further knowledge on the endless subject of education. At another time we shall speak more critically and offer some extracts for our readers.

A COMMENTARY ON THE GOSPEL OF ST. LUKE. By F. Godel. Translated from the second French edition. With preface and notes to the American edition by Rev. Dr. John Hall. New York: I. K. Funk & Co.

This is one of the excellent Standard Series for which many thanks are due to this firm. There are 575 pages in this admirable commentary. It is crowded with the ablest and most searching thought. It might perhaps be considered that it is too voluminous for the ordinary Sabbath school teacher, but this is not the case. It discusses with energy, learning, wit, ingenuity and quickness the subjects of interpretation, history and authorship. He suggests a vast amount that he does not write. The volume will meet with great favor, that is certain.

PHONOLOGY AND ORTHOEPY. By Albert Salisbury. Madison, Wis.: Wm. J. Park & Co.

This is a valuable volume, and a subject that is greatly neglected. An accurate pronunciation is a scarce article. Only a few persons pronounce *person* correctly—only a few clerks can pronounce *clerk* aright. And the first man you meet will mispronounce *first* as "sure as you were born." There should be a close analysis of the elements of speech. This volume does this, and closes with a list of questions. We heartily commend it.

THE GERMAN PRIMER AND FIRST READER.—Prof. James H. Worman has prepared on excellent little book, pursuing the natural method. It promises to do much toward helping forward that method. The book is dedicated to the Rev. Dr. J. H. Vincent, in compliment to his active interest in educational progress, by A. S. Barnes & Co., New York.

A STRONG ARM AND A MOTHER'S BLESSING. By Elijah Kellogg, Boston; Lee & Shepard.

In this story, the hero is no impossible character. He leaves home penniless and by modesty, courtesy, readiness to help people, and unflinching toil, he becomes successful. The very opposite is portrayed in William Frost, who starts from the same town at about the same time and with parental influence to aid him in making his way in the world; but he returned in disgrace. The adventures which befall the two boys will greatly please young people, and those who have heard Mr. Kellogg's stories need no urging to take hold of a new one.

ROSE OLIFTON. By Mrs. E. J. Richmond. New York: National Temperance Society.

In telling the story of the life of a young and lovely girl, the author has introduced a number of characters who directly and indirectly add interest to the heroine. Rose is a poor little waif; her parents are dead and she is cast among stragglers. Here she finds her grandparents who had disowned their daughter when she married a poor artist. In the life of those around her the evils of drinking are drawn so that they are subordinate to the story, yet, make it a good temperance book. It is one of the best which has come from this publishing house.

MAGAZINES.

A paper of interest to lovers of Boz, entitled "In London with Dickens," will appear in the March number of *Scribner*; it will give in a gossip chronicle the results of the many trips made about London by the writer, Dr. E. B. Martin, in the identification of localities mentioned in the novelist's pages. Illustrations drawn from nature by Mr. Vanderhoof, will be given, representing "The most ancient part of Holborn," Court-yard of the Marshalsea Prison, Jenny Wren's house, Limehouse Hole, Mr. Tulkynghorn's house, Chancery Lane, and the Inns of Court, which figure so frequently in Dickens. A second paper, by the same author and artist, and having a wider range, will soon appear under the title "In and Out of London with Dickens."

Readers of *St. Nicholas* who remember Mrs. Oliphant's charming "Windsor Castle Papers," which appeared in that magazine two years ago, will welcome her stories of "Lady Jane Grey," and "Mary, Queen of Scots," the first of which is to appear in the March *St. Nicholas*, illustrated with a frontispiece portrait, in antique setting. This number has also some interesting recollections of Adelina Patti. Years ago, it will be remembered, Patti traveled through the United States with Ole Bull, and Maurice Strakosch, then the leading pianist of the day. The largest letters on the posters spelled out: "Mademoiselle Adelina Patti, aged eleven years. The Wonderful Child Prima Donna!" Two little girls, in Wilmington, Delaware, spent a never-to-be-forgotten rainy day playing with the little lady, when she passed through Wilmington, and one of them now writes out the story of the day's adventures.

The February *Atlantic* opens with two chapters of Miss Phelps's admirable serial story "Friends: a Duet," which will make her admirers more numerous and enthusiastic. William M. Rossetti, in his second paper on "Wives of the Poets," tells briefly the story of the wives of La Fontaine, Moliere, Racine, Lessing, Burger, Goethe, Schiller and Heine. Richard T. Ely has an interesting account of the "German Co-operative Credit-Unions." John Fiske asks "Who are the Aryans?" and then answers it in a way to secure the hearty thanks of those who have puzzled themselves over the query. Major Ben. Perley Poore continues his authentic and entertaining "Reminiscences of Washington" with a capital paper on the Taylor Administration. Richard Grant White returns to his English tour with an article entitled "In London Again." These essays are admirably written, and are both entertaining and full of acute observation. Other essays, poems, stories, reviews of new books, a well-filled "Contributors' Club," and a running account of the books of the month, conclude an excellent number of this sterling magazine.

NONE are so seldom found alone and are so soon tired of their own company as those coxcombs who are on the best terms with themselves.

AGENTS—To sell this the Most Valuable
WANTED Single Volume ever published.

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ENCYCLOPÆDIA.

A WORLD OF KNOWLEDGE, collected together in One Volume, containing over 6,000 REFERENCES to the most important matters of interest in the world. The most interesting and useful book ever compiled, covering almost the entire field of Learning. A large handsome octavo volume. 515 pages, profusely illustrated.—Price, \$3.50. Just published, and now in its seventeenth edition. THE ONLY BOOK OF ITS KIND. Sure success to every Agent who takes it. Sold only by subscription. Those wishing to become Agents, address for Descriptive Circulars and extra terms.

G. W. CARLETON & CO., Publishers, New York, City.

Theodore Thomas, in an excellently written paper in the *March Scribner*, after discussing some of the bad methods of musical culture in this country, says:

"I was once asked by a gentleman what he ought to do to make his children musical. He perhaps expected me to advise him to send the girls to Italy to study vocalization, and to set the boys to practicing the violin so many hours a day and studying harmony. I told him to form for them a singing class under the care of good teacher, that they might learn to use their vocal organs, to form a good tone, and to read music; after they became old enough, to let them join a choral society, where, for two hours once a week, they could assist in singing good music; and above all, to afford the every opportunity of hearing good music of every kind. This gentleman knew nothing of music, but thought the advice 'sounded like common sense.'"

The *Youth's Companion* of Boston is a sprightly, entertaining paper, deservedly popular, and is, without exception, the best of its kind published in America. It is filled to overflowing with the choicest original matter, of so diversified a character that it never fails to interest, instruct and amuse, and is welcomed in the household by young and old alike. It has been recently enlarged and is illustrated by our best artists.

The *Primary Teacher* never lacks for valuable materials. It covers the field of teaching to young children. We commend its spirit, its thoroughness, and its fitness for the teachers of our primary schools.

The *Student*.—This is the title of a monthly journal devoted to the interests of education in the Society of Friends. It is a good journal, but why devoted to this particular society we cannot see. If it said "Devoted to the interests of education and dedicated to all friends of education," we should deem it more appropriate.

The *Arkansas School Journal* is an elegantly printed magazine; in this respect equalling anything going out of this metropolis. The publishing house that can do work like this understands its business. It is edited, and ably too, by Prof. J. R. Weathers. We wish him success. It is proper to send the compliments of E. L. Kellogg & Co., to the Kellogg Publishing Co., of Little Rock.

The Report of Supt. Peay, of Richmond, Va., for the years 1878 and '79 is a very interesting one. Among other things we find that many pupils in the High Grammar and Primary Schools spelled 1,200 words without missing one—this for both white and colored pupils is a very creditable showing. Map Drawing too is very successfully pursued.

First annual catalogue of Alpine Academy Nettle Carrier, Tenn. We are deeply interested in the contents of this publication, because the Vice-Principal is one of the most earnest men on the continent. Mr. J. M. Coulson deserves success in his work, and we believe he will attain it. The Academy is exceedingly flourishing.

The Elmira (N. Y.) Manual of the Board of Education is the work of Supt. M. M. Merrell of that city. We deem it a very solid production. It contains rules, by laws and courses of study.

LADY Mary Wortley Montagu observed, that in the whole course of her long and extensive travels she had found but two sorts of people, men and women. This simple remark was founded on no small knowledge of human nature; but we might add that even this distinction, narrow as it is, is now gradually disappearing, for some of our beaux are imitating the women in everything that is little, and some of our women are imitating the men in everything that is great. Miss Edgeworth and Madame de Staël have proved that there is no sex in style; and Madame La Roche Jacqueine and the Duchess d'Angoulême have proved that there is also no sex in courage. Barbarous or refined, in rags or in ruffles, at St. Giles' or St. James', covered with skins of quadrupeds or the costly entrails of an insect, we are in essentials the same. We pursue the same goods and fly the same evils; we loathe and love, and hope and fear, from causes that differ little in themselves but only in their circumstances and modifications. Hence it happens that the irony of Lucian, the discriminations of Theophrastus, the strength of Juvenal and the wit of Horace are felt and relished alike by those who have inhaled the clear air of the Parthenon, the skies of Italy or the fogs of London, and have been alike admired on the banks of the Melissus, the Tiber or the Thames. A Scotch Highlander was taken prisoner by a tribe of Indians, his life was about to be sacrificed, when the chief adopted him as his son. They carried him into the interior; he learned their language, assumed their habits, and became skillful in the use of their arms. After a season the same tribe began their route to join the French army, at that time opposed to the English. It was necessary to pass near to the English lines during the night. Very early in the morning and it was spring, the old chief roused the young Highlander from his repose; he took him to an eminence and pointed out to him the tents of his countrymen. The old man appeared to be dreadfully agitated and there was a keen restlessness in his eye. After a pause, "I lost," said he, "my only son in the battle with your nation; are you the only son of your father? and do you think that your father is yet alive?"

The young man replied, "I am the only son of my father and I hope that my father is yet alive."

They stood close to a beautiful magnolia in full blossom. The prospect was grand and enchanting and all its charms were crowned by the sun, which had fully emerged from the horizon. The old chief, looking steadily at his companion, exclaimed, "Let thy heart rejoice at the beauty of the scene; to me it is as the desert; but you are free; return to your countrymen, revisit your father, that he may again rejoice when he sees the sun rise in the morning and the trees blossom in the spring!"

Fees of Doctors.

The fee of doctors is an item that very many persons are interested in just at present. We believe the schedule for visits is \$3.00, which would tax a man confined to his bed for a year, and in need of a daily visit, over \$1,000 a year for medical attendance alone! And one single bottle of Hop Bitters taken in time would save the \$1,000 and all the year's sickness.—*Post*.

A BRAIN AND NERVE FOOD. VITALIZED PHOS-PHITES.

THIS DIFFERS FROM ALL OTHER TONICS AS IT IS

Composed of the Vital or Nerve-Giving Principles of the Oat Brain and Wheat Germ. Physicians have found it so necessary that they alone prescribed 300,000 packages. It restores lost energy in all weaknesses of mind or body; relieves debility or nervousness; gives vitality to the insufficient growth of children; strengthens the digestion; cures neuralgia and PREVENTS consumption. It restores to the brain and nerves the elements that have been carried off by disease, worry or overwork.

For Sale by Druggists, or by mail, \$1.00.

A social banquet was given at Toledo, last week, to Gen. James Eaton, United States Commissioner of Education, it being the twenty-fifth anniversary of his assumption of the superintendency of the public schools of that city. The guests consisted chiefly of the older citizens, who have been leaders in promoting the city's growth in education as well as in commerce and manufacture for the past twenty-five years and longer. Since that date the then-Superintendent Eaton has served in the army, under General Grant, helped to organize and conduct the Freeman's Bureau, aided in organizing a State system of public instruction in Tennessee under the new constitution, and was its first state superintendent of schools, and has held the commissioner-ship of the National Bureau for more than ten years, wherein he has gained for himself not only a national, but a world-wide reputation, as a singularly wise, prudent, and successful administration of public affairs.—*Nat. Journal of Education.*

The Pneumatic Dispatch.

To accommodate the thousands of patrons of the telegraph in a great city like London, require such an army of boys at every telegraph station, that confusion and delay would frequently result. The pneumatic dispatch carries messages in small felt-covered cases through tubes of iron or lead. When a message is to be sent, the operator who receives it folds the paper, shuts it in a box, called a "carrier," slips it into a tube, and makes a telegraph signal to the central office. The operator there exhausts the air from the tube by machinery, and the carrier lands on his desk.

The "central office" is a distributing room, and the carrier is rapidly sent to the operator whose business it is to transmit the message to its destination, which may be some town in the far west of our own country.

Cold and Snow.

The storm that broke on the eastern part of the United States Dec. 28, will be long remembered. The cold was intense, but it increased with the storm, until in some places in Maine it reached twenty degrees below zero; few places north of the Potomac escaped without the biting cold of 10 degrees below zero.

The snow blocked up the streets of New York and impeded travel, except on the Elevated railroads. Extra horses were employed on the street cars. The ships along the coast were almost unmanageable; the wind blew a gale, the snow covered the decks, and many poor sailors sank into the icy waves.

These cold storms originate in the north and then diffuse themselves over a vast territory. Last year Europe experienced a very cold winter, but this year will be America's turn.

A Cross Baby.

Nothing is so conducive to a man's remaining a bachelor as stopping for one night at the house of a married friend and being kept awake for five or six hours by the crying of a cross baby. All cross and crying babies need only Hop Bitters to make them well and smiling. Young man, remember this.—*Traveller.*

MADAM ZADOC PORTER'S CURATIVE COUGH BALSAM.



Favorably known and Largely Used in New York City and Vicinity for over Forty Years.

25, 50 & 75c. a Bottle

ONE OF THE BEST, CHEAPEST AND MOST EFFECTUAL OF REMEDIES.

Warranted, if used according to directions, to cure or relieve

Coughs, Colds, Croup, Whooping Cough, Asthma, and all Affections of the Throat and Lungs.

A Purely Vegetable Expectorant; not a violent remedy; and very agreeable to the taste.

If you have a cold, fever or slight, do not fail to give the Balsam a trial. The timely use of a 25c. bottle will often prove it to be worth a hundred times its cost.

* The 75c. bottle contains four times as much as the 25c. bottle.

The Purest and Best Medicine ever Made.

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